



Fullerton College

Self-study for Mindfulness Program Program 2025

Section 1: Introduction

1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.
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Section 2: Students

2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

The MIND program is racially diverse, with a strong representation of Latina/o/x/e students. It appears to be a more inclusive and supportive environment for female and LGBTQ+ students, particularly those identifying as homosexual. The MIND program enrolls a disproportionately higher percentage of students who identify as LGBTQ+ compared to the broader campus,

suggesting it may offer a more welcoming or inclusive environment for LGBTQ+ students. The near absence of "unknown" responses in recent years may also reflect greater comfort with identity disclosure within the program. These trends underscore MIND's potential role as a supportive space for sexual minority students. The low percentage of male students and absence of undisclosed orientations may indicate unique cultural or community dynamics within the program.

1. Racial/Ethnic Composition

Latina/o/x/e students are the largest group in the MIND program each year. Enrollment increased from 212 (2020–21) to 255 (2024–25). They made up 62% of total enrollment in 2024–25. White students are the second-largest group, with enrollments ranging from 49 to 73 over the five years. Asian students rank third, maintaining a steady presence with enrollments between 19 and 26. Black or African American students, only 14 students in 2024–25, up from 5–9 in earlier years, are an underrepresented group, along with American Indian, Native Hawaiian or Pacific Islander, and multiracial students, each comprise less than 2% of total enrollment.

2. Gender Distribution

Female students are consistently the majority in the MIND program, comprising over 60% of enrollment in most years. An exception occurred in 2023–24, with a drop to 45%. Male students are significantly underrepresented, making up just 22% in 2024–25, compared to the 29% campus-wide male population. A small but steady number of students identify as unknown gender or orientation each year. These trends suggest a need for more targeted outreach and support to improve representation and inclusion across these populations.

3. Sexual Orientation

The MIND program enrolls a higher proportion of LGBTQ+ students than the overall campus:

2020–21: 23% in MIND vs. 12% campus-wide.

2024–25: 18% in MIND vs. ~13% campus-wide.

Heterosexual students remain the majority but at lower proportions than campus-wide:

2024–25: 81% in MIND vs. 85% campus-wide.

"Unknown" sexual orientation is nearly absent in the MIND program from 2022–23 onward, suggesting increased comfort with identity disclosure. This contrasts with campus-wide trends, where many students still opt not to disclose.

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2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

The MIND program has experienced steady growth, with overall enrollment rising from 326 in 2020–21 to 408 in 2024–25, reflecting a 25% increase over five years. Latina/o/x/e students have remained the core of the student body, consistently making up 68–72% of enrollment, reflecting sustained engagement. Black or African American student enrollment saw a modest increase in 2024–25; however, their success rate dropped to 50%, signaling a need for focused support. Female students continue to represent the majority, despite a noticeable dip in 2023–24. Meanwhile, racial diversity has gradually increased, particularly among students identifying as two or more races, whose numbers more than doubled from 14 to 35 over the five-year period.

Recent trends in the MIND program suggest that increased visibility and outreach efforts may be contributing to rising enrollment, particularly among students from historically underrepresented backgrounds, reflecting the program's ongoing focus on equity and access. However, certain challenges have emerged alongside this growth. The continued decline in male student participation mirrors national patterns in higher education but also signals a need for more inclusive and targeted engagement strategies to better support gender diversity. Most notably, the sharp drop in success rates for Black/African American students in 2024–25 may point to shifting student needs—potentially tied to course structure, availability of support services, or external socioeconomic factors. This underscores the importance of ongoing assessment

and responsive interventions to ensure that all students can thrive as the program evolves.

3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

We have continued to modify course offerings by monitoring enrollment trends: pacing, fill rates, etc. and have also utilized student surveys to inform our choices of course times and modalities.

2.2 Student Achievement

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

Over five years, the MIND program's student success rates consistently outperformed both the division and campus averages. From 2020–21 to 2023–24, MIND success rates rose steadily from 71% to a peak of 77%, compared to division averages of 66–69% and campus averages of 69–70%. In 2024–25, MIND's success rate dipped back to 71%, aligning with the division and slightly above the campus average, suggesting continued strong performance despite the recent decline. While many groups, including Black/AA and Unknown, have seen consistently high success rates in earlier years, Latina/o/x/e students—the largest demographic—have maintained moderate success rates (68–72%), highlighting an opportunity for targeted academic support.

Between 2020–21 and 2024–25, MIND shows the strongest improvement in online performance, rising to 82% and surpassing both DIV (68%) and Campus (71%). For face-to-face delivery, Campus consistently performs the highest with a 74% overall average, while MIND and DIV both average 71%, with MIND showing more year-to-year fluctuation. Overall, MIND leads in online growth, Campus maintains stable F2F strength, and DIV reflects steady but lower performance across both modes.

2. Are there student groups whose success rates are below the institution-set standard or whose

success rates are below other student groups? What factors can explain this?

Analysis of the MIND program's student success rates from 2020 to 2025 reveals disparities among certain groups. While the overall institutional success standard is around 70%, Latina/o/x/e students, the largest group, consistently score just at or below this benchmark, with a 69% success rate in 2024–25—significantly lower than Asian (86%) and White (75%) students. This may be explained by cultural norms and self-selection by students who face extra personal challenges and responsibilities. Additionally, the course is focused on navigating hardship, therefore it can be assumed that students who self-select are those who are typically negotiating a complex set of demands, which impacts academic performance and success.

Black students experienced a sharp decline in 2024–25, dropping to 50% success after previously achieving 100%, coinciding with a near doubling in enrollment.

White students had success rates below 70% in early years but showed improvement later, though they still lag behind some other groups. Small numbers make it hard to draw firm conclusions for Black/AA, Native Hawaiian or Pacific Islander students.

These disparities suggest the need for targeted interventions including focused outreach and culturally responsive practices; these will be critical to promoting equity in student success.

3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

N/A

4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

N/A

2.3 Student Learning Outcomes

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

We have assessed for particular SLOs using elumen, in a scheduled way. To prepare for discussion, we determined what indicators would suggest the success of SLOs and meet periodically to make curriculum changes that reflect outcome data.

2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?
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Section 3: Other Areas of Program Effectiveness

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Since the last program review in 2021, the MIND Academic Program has made several substantial curriculum updates to expand access, strengthen academic rigor, and align with statewide initiatives. A second course, MIND 105: Mindfulness in Everyday Life, was added to complement MIND 101 to increase breadth of focus. In response to changes in the state funding model and transfer framework, the program developed a Certificate in Mindfulness to formalize pathways, increase completion opportunities, and strengthen institutional alignment. Additional updates include the introduction of evening course sections, the hiring of an adjunct faculty member, and the creation of "Thoughtful Thursdays," a weekly drop-in mindfulness practice that extends community engagement beyond the campus. We have ongoing collaboration with FYE and EOPS to design and implement strategies for connecting our two programs in terms of curriculum and resources offered to students (textbook cost, targeted enrollment, etc.)

Looking ahead, the program plans to introduce new offerings such as a nature-based mindfulness course, practicum course, (with a second certificate focused

on practicum and applied experience) and expanded short-term, late-start, and NOCE-affiliated courses. These planned enhancements respond to evolving student needs, workforce relevance, and the continued integration of mindfulness as an evidence-based academic discipline.

2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

Students in the MIND Academic Program have multiple opportunities to apply and deepen their knowledge and skills through thoughtfully embedded experiential learning activities. Both MIND 101: The Practice of Mindfulness and Self-Compassion and MIND 105: Mindfulness in Everyday Life are designed with high-impact practices that extend learning beyond the classroom.

In Spring 2025, students enrolled in the Fullerton College Study Abroad program in Lisbon had the opportunity to take MIND 105 as part of their curriculum. This international experience allowed students to explore mindfulness practices within a global context, enriching their understanding through cultural immersion.

Locally, MIND 105 includes regular field trips to on- and off-campus sites, such as the Fullerton College Art Gallery and Hillcrest Park, where students engage with mindfulness practices in varied environments. These outings support embodied learning and encourage students to apply course concepts in real-world settings.

A key assignment in both MIND 101 and MIND 105 is the Group Practice project. Students are required to participate in live mindfulness sessions, selecting from community offerings or campus-hosted events such as Mindful Mondays and Thoughtful Thursdays. This not only builds practical experience but fosters a sense of community and shared growth.

In MIND 105, students also complete the Expert in the Field project, where they research a contemporary mindfulness scholar, analyze current findings in the field, and present a mindfulness practice informed by that research. This project bridges academic study and practical application, encouraging students to think critically about how emerging science informs everyday practice.

Beyond the classroom, the program provides additional resources through two

self-paced Canvas Commons courses—Introduction to Mindfulness for FC Students and Equity-Minded Well-Being Practices for FC Students—as well as hosted Canvas workshops like Mindfulness for Wellbeing and Mindfulness and Self-Compassion. These offerings allow students to engage with the material at their own pace, while reinforcing key concepts that are introduced in the classroom. In the Fall 2025 semester, there were over 150 students enrolled in the Canvas workshops.

Together, these experiential components create a rich, multidimensional learning environment that supports deep engagement, personal growth, and practical skill development for students across diverse backgrounds.

3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

The implementation of the California General Education Transfer Curriculum (Cal-GETC) presents several challenges for the MIND Academic Program. With the elimination of CSU GE Breadth Area E (“Lifelong Learning and Self-Development”) as a transfer requirement beginning in Fall 2025, the program loses its most natural and direct articulation pathway. Historically, Area E provided a clear academic home for mindfulness-based coursework, recognizing its focus on personal growth, self-awareness, and emotional well-being as integral components of a holistic education. The removal of this category creates uncertainty regarding how MIND courses will fit into the new transfer structure, potentially reducing enrollment among transfer-focused students who prioritize courses with defined GE or ADT applicability.

The shift also increases the importance of ongoing collaboration with Counseling Services to ensure accurate placement of MIND courses within the new GE framework. Without clear alignment and communication, there is a risk that the academic rigor and transfer relevance of mindfulness courses could be overlooked, potentially impacting the program’s visibility, enrollment, and contribution to institutional FTES goals. Recent policy changes have increased the need for outreach and recruitment efforts, including class visitations, program presentations, and participation in campus events to raise awareness of the MIND Academic Program.

Section 4: Faculty and Staff

4.1 Population and Demographics

1. Using the data provided by OIE, describe your program's staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program's student population is your staff?

The current faculty demographics of the MIND Academic Program show limited alignment with Fullerton College's student population. While approximately 60% of Fullerton College students identify as Hispanic/Latino and about 53% are female, the program's faculty has been predominantly White (67%) and entirely female, with only recent inclusion of one Hispanic/Latino full-time faculty member (33%) and one Hispanic/Latino adjunct (7%) in 2024–25. Although gender representation aligns with the college's overall demographics, the program continues to lack the ethnic diversity reflected in its student body, highlighting an ongoing need to broaden faculty representation to better serve and reflect its diverse student population.

2. Describe your program's staffing changes since fall 2021. How have these changes impacted your program's ability to achieve its strategic action plans?

While the program's faculty was not originally reflective of the college's diverse student body, recent hiring reflects intentional steps toward greater inclusivity and representation, particularly with the addition of Hispanic/Latino faculty. This recent addition has increased the program's ethnic diversity, with one full-time and one part-time faculty member identifying as Hispanic/Latino in 2024–2025, however this lack of faculty diversity ultimately impacted Strategic Action Plan #1: Enacting Equity Goals—specifically Goal 2: Cultivate a Culture of Equity, which aims to strengthen and support a diverse and inclusive campus environment. Limited faculty representation may have hindered the program's ability to fully foster inclusion and ensure that all students feel welcomed and represented.

4.2 Staff Support and Professional Development

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

Fullerton College sponsored a FLEX Day workshop focused entirely on equitable

grading that all MIND faculty attended. Additionally, all MIND faculty read the text recommended at the workshop, Grading for Equity, and all have attended the professional development workshop about equitable grading.

2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

As a result of the FLEX and Professional Development offerings, MIND Program Faculty made shared decisions about grading policies (including late policies), some of which has been revised since moving out of COVID mandates, but the overall implementations have been retained and valued.

3. What additional areas of professional development could help your faculty and staff engage in this work?
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Section 5: Program Planning

5.1 Progress on Previous Strategic Action Plans

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

SAP #1 Enact equity goals

The MIND Academic Program successfully advanced its equity-focused Strategic Action Plan by meeting four key goals that promote diversity, inclusion, and trauma-informed teaching.

- **Goal 1: Diversify Mindfulness and Self-Compassion Audio Practices – Achieved through the inclusion of practices and videos from BIPOC facilitators such as Criss Cuervo, T. Maes, Saeeda Hafiz, and Dora Kamau. The program also commissioned Rashid Hughes to produce mindful movement videos and Wasidah Francois to create sound bath recordings for students.**
- **Goal 2: Diversify Class Narratives – Met by integrating texts from BIPOC**

experts and artists, including Shamini Jain, Ada Limón, Joy Harjo, and Vidyan Ravinthiran, broadening cultural and scholarly perspectives in the curriculum.

- **Goal 3: Curriculum Development and Professional Learning – Fulfilled through the creation of MIND 105: Mindfulness in Everyday Life and new Canvas workshops such as Healing from Race-Based Stress and Trauma and Equity-Minded Well-Being Practices for FC Students.**
- **Goal 4: Trauma-Informed Mindfulness Training – Completed through faculty participation in programs at Florida State University and/or training with Dr. David Treleaven, enhancing trauma sensitivity in instruction.**

SAP #2 Increase student enrollment in MIND Program through Marketing and Outreach Efforts

The MIND Academic Program advanced its action plan to increase enrollment through marketing and outreach efforts, focusing on visibility, engagement, and recognition.

- **Goal 1: MIND Promotional Video**
Achieved through the creation and sharing of a promotional video on the MIND Program and Mindful Growth websites, increasing awareness and interest among students and the campus community.
- **Goal 2: Marketing and Outreach Personnel Support**
A part-time social media position was secured with temporary funding, improving online outreach; however, the role ended after spring 2025 due to a lack of ongoing financial support.
- **Goal 3: MIND Recognition upon Degree Conferral**
This goal was not yet met but remains a future objective to acknowledge students completing mindfulness coursework or certificates at graduation.

SAP #3 Initiate Campus (and Statewide) Programmatic and Curricular Changes for MIND Program

Goal #1 Statewide MIND Professional Organization

Established a MIND Statewide Collaborative that coordinated meetings of mindfulness advocates, practitioners and teachers. Discussions informed programmatic and curricular decisions, helping the MIND Program align with best practices and trends across California. Members included representatives from Grossmont College, Orange Coast College, and San Bernardino College.

Goal #2: MIND Program to Department

The ongoing effort to establish the MIND Program as a department, with a Humanities Division vote scheduled for January 2026, strengthens institutional capacity for curricular innovation and program expansion.

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2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

The declined proposal of a collaboration with Marketing and Outreach has significantly impacted the MIND Academic Program recruitment efforts. This has prevented access to more effective resources (larger scale events, resource personnel, etc.), hindering the program's ability to promote opportunities to incoming students, and students in equity-focused programs such as UMOJA, PUENTE, Grads to Be, and FYSI. This directly affects the program's mission to advance access and participation from traditionally underrepresented groups.

SAPs

Enact Equity Goals

Short Description:

Diversify course materials to better reflect and support underrepresented student groups, including males, American Indian, Native Hawaiian/Pacific Islander, multiracial, and deaf students.

Measurable Outcomes:

Increased student enrollment and retention in MIND courses.

College Goals:

1.4 Reduce equity gap in Black/AA college enrollment; 2.6 Reduce equity gap in persistence for Black/AA students; 3.2 Reduce equity gaps in degree/certificate completion; 3.5 Increase

participation in DEIAA focused professional development

SAP Phase:

New

Resource Requests

Faculty Inquiry Group to research diverse and open access resources

Enhancement:

By diversifying course content to be more inclusive and representative, the MIND Program will foster a stronger sense of belonging, engagement, and validation among students from underrepresented backgrounds. Exposure to mindfulness practices, texts, and media that reflect a wider array of cultures, experiences, and identities enhance student motivation, participation, and retention. Such efforts will also cultivate empathy and cross-cultural understanding across the student body, creating a more inclusive campus climate. Additionally, the program will be better positioned to equip all students to apply mindfulness and self-compassion practices in diverse real-world contexts, aligning with equity and social justice goals.

Personnel-Related:

No additional personnel needed

Resource Category:

Training

Quantity:

3

Unit Cost:

\$1,190.00

TotalCost:

\$3,570.00

Professional development augmentation

Enhancement:

Participation in mindfulness retreats and workshops with attention to diversity, equity, and inclusion equips faculty with tools to enhance self-awareness, emotional resilience, and compassionate engagement with students. Ongoing professional development in mindfulness focused in these areas, supports the creation of trauma-informed, inclusive classrooms. This directly advances Fullerton College's goals of equitable access, student success, and fostering a campus culture of well-being and belonging.

Personnel-Related:

No additional personnel needed

Resource Category:

Training

Quantity:

3

Unit Cost:

\$1,500.00

TotalCost:

\$4,500.00

Mindfulness Institute for Student Leaders.**Enhancement:**

Over the course of 3 consecutive weeks of 2-hour sessions, 100 student leader attendees explore the neuroscience and benefits of mindfulness, participate in both formal and informal mindfulness practices, and learn ways to integrate these techniques into their work with students. Through experiential and role-based learning, mindfulness practices become embedded across student services and campus-wide programs, advancing the program's goals of engagement, well-being, and equitable learning outcomes.

Personnel-Related:

No new personnel is needed

Resource Category:

Training

Quantity:

1

Unit Cost:

\$18,363.40

TotalCost:

\$18,363.40

Curriculum Development

Short Description:

The MIND Program will introduce a third course focused on mindfulness in nature, incorporating field study to increase the opportunity for experiential learning. Additionally, the program plans to develop a practicum course designed to train students to lead mindfulness practices. Building on this practicum, a second certificate—the MIND Practicum Certificate—will be established to

recognize students' advanced training and facilitation skills. Lastly, MIND Program will adapt FC MIND curriculum to non-credit courses offered through NOCE.

Measurable Outcomes:

Outcomes will be measured in FTES, success and retention rates, and number of certificates awarded.

College Goals:

1.4 Reduce equity gap in Black/AA college enrollment; 1.5 Outreach strategies for prospective students/family; 2.2 Increase access/usage of Basic Needs; 2.6 Reduce equity gap in persistence for Black/AA students; 3.2 Reduce equity gaps in degree/certificate completion; 3.3 Reduce equity gaps in transfer attainment

SAP Phase:

New

Resource Requests

Professional development to augment Professional Development funding

Enhancement:

Faculty professional development to create a mindfulness-in-nature course, teaching practicum, and certificate will expand the MIND Program's experiential learning opportunities and strengthen instructional quality. These additions will deepen students' mindfulness practice, leadership skills, and real-world application, enhancing engagement, well-being, and academic achievement while advancing the college's equity and holistic education goals.

Personnel-Related:

No additional personnel needed

Resource Category:

Training

Quantity:

3

Unit Cost:

\$1,500.00

TotalCost:

\$4,500.00

Enrollment and Retention Strategies

Short Description:

The Mindfulness Academic Program aims to increase student enrollment, retention, success, and engagement across its wide range of campus resources, including online group practices, self-paced Canvas workshops for students, Canvas Commons workshops, the Mindfulness Student Club, MIND courses, and the MIND certificate.

Measurable Outcomes:

Increased visual presence on all digital platforms will result in increased enrollment in MIND courses and group practice attendance. It will also result in better participation in Canvas workshops, the mindfulness student club, and online group practices.

College Goals:

1.5 Outreach strategies for prospective students/family; 2.2 Increase access/usage of Basic Needs; 2.5 Increase sense of belonging/mattering

SAP Phase:

New

Resource Requests**Digital Media Specialist****Enhancement:**

Having dedicated social media and website support would significantly strengthen the Mindfulness Academic Program's visibility, accessibility, and overall impact. As many students rely on digital platforms for information and connection, enhanced online engagement is essential. This position would expand awareness of the program's courses, certificate, workshops, and student club while ensuring consistent, high-quality communication across all digital channels. By reaching a broader and more diverse audience, the program can promote equitable access to mindfulness resources, foster stronger community engagement, and boost enrollment and participation. Moreover, improved online outreach will generate valuable data and feedback to support ongoing program development and long-term sustainability.

Personnel-Related:

A dedicated digital media specialist will enhance the FC MIND Program's online presence through consistent, high-quality outreach and promotion. This specialized support will expand student awareness and engagement while allowing faculty to concentrate on instruction and continued program development.

Resource Category:

Non-Faculty Personnel

Quantity:

1

Unit Cost:

\$9,197.00

TotalCost:

\$9,197.00

Resource Requests

Program Materials

Enhancement:

Meditation bells and decorative posters will enhance the learning environment in FC MIND courses by fostering comfort, focus, and presence. Bells support embodied mindfulness practice and smooth transitions between activities, while visually engaging posters reinforce key concepts and create an atmosphere of calm and inclusion. Together, these materials promote deeper engagement, emotional well-being, and a stronger sense of community in the classroom.

Personnel-Related:

no additional personnel is required

Resource Category:

Equipment

Quantity:

1

Unit Cost:

\$360.00

TotalCost:

\$360.00